

# APPENDIX H

## HOW WE CAN GROW SMARTER

### LAND COVER CHANGE PROBLEM:

#### POSSIBLE TIMELINE

##### Day 1

**Science:** begin the unsupervised cluster GLOBE protocol

**English:** Review the interview process

##### Day 2

**Science:** Continue the unsupervised cluster GLOBE protocol

**English:** Continue the interview process

##### Day 3

**Science:** Continue the unsupervised cluster GLOBE protocol

**English:** Continue the interview process

##### Day 4

**Science:** Finish the unsupervised cluster GLOBE protocol

**English:** Finish the interview process

##### Day 5

**Science:**  $\Delta$ NDVI analysis and interpretation.

**English:** Prepare students for their interviews. Make sure they understand their role in the interview process. Assign the students their presentation essays.

- All students with a 1 at the end of their code should ask the interviewee general questions about their job or role in the community.
- Students with a 2 at the end of their code should ask the interviewee specific questions about growth and development. Both professional and personal.
- All students with a 3 at the end of their code should ask the interviewee specific questions about ways to control and direct growth and development. Smart growth laws should be addressed in addition to general issues.

**Geography:** Review of the Lesson Evaluation of growth trends.

##### Day 6 Interviews begin today

**Science:**  $\Delta$ NDVI analysis and interpretation continued. Begin to review the impact that development and habitat alterations have on environments.

**English:** Work on interview questions and work on the student's presentation essays.

**Geography:** Finish review of the Lesson Evaluation of growth trends.

**Math:** Break into the five presentation groups. Students go to the proper room assignments.

- Discuss what each student role is and how it works in the overall community.

- Review of the Lesson Evaluation of growth trends and determine what issues are important for them to address in their presentation.
- Review opinions regarding Smart Growth and controls on growth and decide whether your role is for or against growth in this area.

### **Day 7 Interviews continue today**

**Science:** Finish or review results of  $\Delta$ NDVI analysis and interpretation. Continue to review the impact that development and habitat alteration has on environments.

**English** Work on interview questions and work on the student's presentation essays.

### **Essay Description**

The presentation essay should be a three-paragraph essay be the basis for your contribution to the presentation your group makes in your town meeting. Write your essay as a speech to be given to the members of the town meeting from the perspective of the person whom you interviewed. You need to support your points by using the information you gained from the interview, the science class and the geography class. The language and expressions as well as the passion or professional tone of the interviewee should be reflected in the written speech. Imagine that the reader is listening to you; it should read like what a speech would sound like if it were read or spoken aloud.

**Geography:** Continue to help students to understand the socio/demographic data for Prince George's County and help them understand how to use this information in their presentations.

**Math:** Break into the five presentation groups. Students go to the proper room assignments.

- Finish Tuesday's work. Discuss what each student role is and how it works in the overall community.
- Review the Lesson Evaluation of growth trends and determine what issues are important for them to address in their presentation.
- Review opinions regarding Smart Growth and controls on growth and decide whether your role is for or against growth in this area.
- When finished students break into their role groups to share their interview information. Begin to form the outline of the essays with the group members in the role groups.

### **Day 8**

**Science:** Finish or review results of  $\Delta$ NDVI analysis and interpretation. Continue to review the impact development and habitat alteration has on environments.

- **Homework-** Journal entry: How will development effect local animal populations, both endangered and not endangered? Give specific examples. Think about the animals that you know to live in your neighborhood and how they are affected by development. Consider what happens to plants as well as to animals. Development does not always have a negative impact on organisms; think about rats in cities. They do better where humans live.

This should be about three paragraphs long homework to complete.

**English:** Work on the students' presentation essays.

**Geography:** Continue to help students to understand the socio/demographic data for Prince George's County and help them understand how to use this information in their presentations.

**Math:** Break into the five presentation groups. Students go to the proper room assignments, to work on their presentations.

- Begin to have each presentation group to plan the presentation for the town meeting. Each presentation group will have the following amount of time. Please post the Town Meeting time line and hand out copies for the group.

- Politician opens the meeting 5 minutes
- Government group without the Politician present 10-15 minutes
- Environmentalist group present 10-15 minutes
- Citizen (against smart growth) 10-15 minutes
- Developers 10-15 minutes
- Citizens (for smart growth) 10-15 minutes
- Politician makes closing remarks, which summarizes the meeting. Then he/she calls for a vote from the town meeting members to see if they want to apply for smart growth funds.

5 minutes

## Day 9

**Science:** Finish or review results of  $\Delta$ NDVI analysis and interpretation. Continue to review the impact that development and habitat alteration has on environments.

**English:** Work on the students' presentation speeches based on their essays.

**Geography:** Continue to help students to understand the socio/demographic data for Prince George's County and help them understand how to use this information in their presentations.

**Math:** Break into the five presentation groups. Students go to the proper room assignments.

- Continue to have the presentation groups use the outline they formed and plan the presentation.

## Day 10

**Science:** Review the science findings for the presentations.

**English:** Continue to work on the students' speeches based on their essays.

**Geography:** Review the geography findings for the presentations.

**Math:** Break into the three town meeting groups. Students go to the proper room assignments.

- Have the town meeting groups rehearse their speeches. They should be conscious of the time constraints. All visual aids that were requested will be available.

## Day 11

**Science:** Review the science findings for the presentations.

**English:** Continue to work on the students' presentation speeches based on their essays.

**Geography:** Review the geography findings for the presentations.

**Math:** Today the Math class times will be used to run-through the town meeting that will be tonight. During the class period trial run and this evenings' town meeting the teachers will work together to grade the meetings.

- This time is to be used by each presentation group as a trial run for tonight's town meeting. Please arrange yourselves to rehearse the presentation groups. All government people sit together, all citizens 1-4 do the same and so on.

## **Tonight 7:00-8:30/9:00 Town Meetings**

### ***Sample***

## **Instructions to students before the meetings**

“ This time is to be used by each presentation group as a trial run for tonight's town meeting. Please arrange yourselves according to the drawn seating plan tonight; you will sit with your presentation group. All government people sit together, all citizens 1-4 do the same and so on.” Answer any questions relating to this detail. (draw the plan on the board)

### **SEATING PLAN**

**Add later**

“You will sit in the seats in this order during the town meeting tonight. When you come from common meeting place prior to the meeting at 7:00 PM to begin the meeting, please sit down quickly, take out your presentation materials and settle down ASAP.”

The rest of the time during our class should be used to quickly run through all the details of the entire Town Meeting. It should follow as:

- Politician opens the meeting

**5 minutes**

The politician should open the meeting in the following recommended way-  
“Welcome state and local government officials, citizen of **Your Town**, business leaders, and local non-governmental organizations to the **tonight's date** Town meeting addressing the issue of rapid changes in land use in our community. The task before us this evening is to understand the problems associated with development and explore some solutions that we all can live with. This evening we will discuss the results of our research on the Governors Smart Growth laws. Then we will determine whether or not we as a community want to apply for funds to help us shape our ever-increasing local growth. Our time together is limited so all presentations scheduled will be restricted to the time allotted. I will let you know when you are close to running over (politicians

need to keep take of time). Please be considerate and respect the time constraints.” **The Politician may take 3-5 minutes to outline smart growth laws.** The Politician calls the first group up, “Will the government group please come up and make their presentation”

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|--|---------------|
| •Government group without the Politician | 10-15 minutes |
| •Environmental group present             | 10-15 minutes |
| •Citizen (1-4)                           | 10-15 minutes |
| •Developers                              | 10-15 minutes |
| •Citizens (5-7)                          | 10-15 minutes |
| •Politician                              | 5 minutes     |

The Politician makes closing remarks that pull the whole meeting together and calls for a vote from the town meeting members to see if they want to apply for smart growth funds.